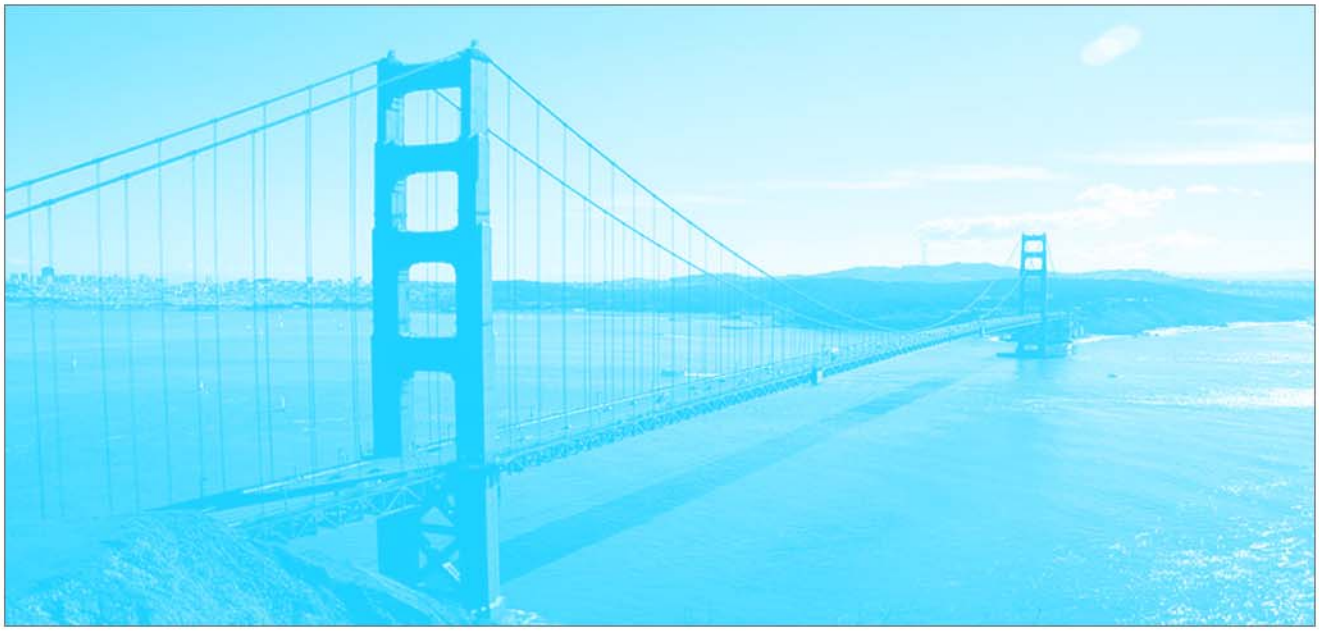
CLASS | BRIDGE™

Software Training Handout



May 2008 Edition

Technical Perspectives, Inc.
www.classplus.com

Really Important Numbers!

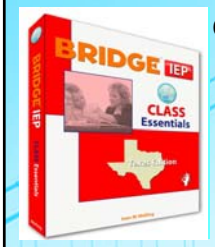
- 1-800-594-3779 (or 972-705-9182)
  - select 1 for Sales
  - select 2 for Testing & Curriculum
  - Select 3 for Technical
  - **Mike- extension 119**

- **Questions? CALL !**
- FAX 972-705-9420
- Email **tpisupport@classplus.com**
- Web **www.classplus.com**

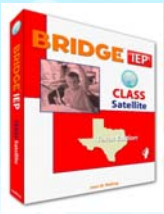
where you'll find:

*Current version of CLASS IEP Program
*FAQ- Frequently Asked Questions
*CLASS User's Manual

1475 Richardson Drive, Ste. 230
Richardson, Texas 75080



CONSOLIDATED Texts (only two!)
ESSENTIALS- Elementary **AND** Secondary
SATELLITES- ECH, AFTER, Adaptive Social Skills, Speech Therapy, PT/OT

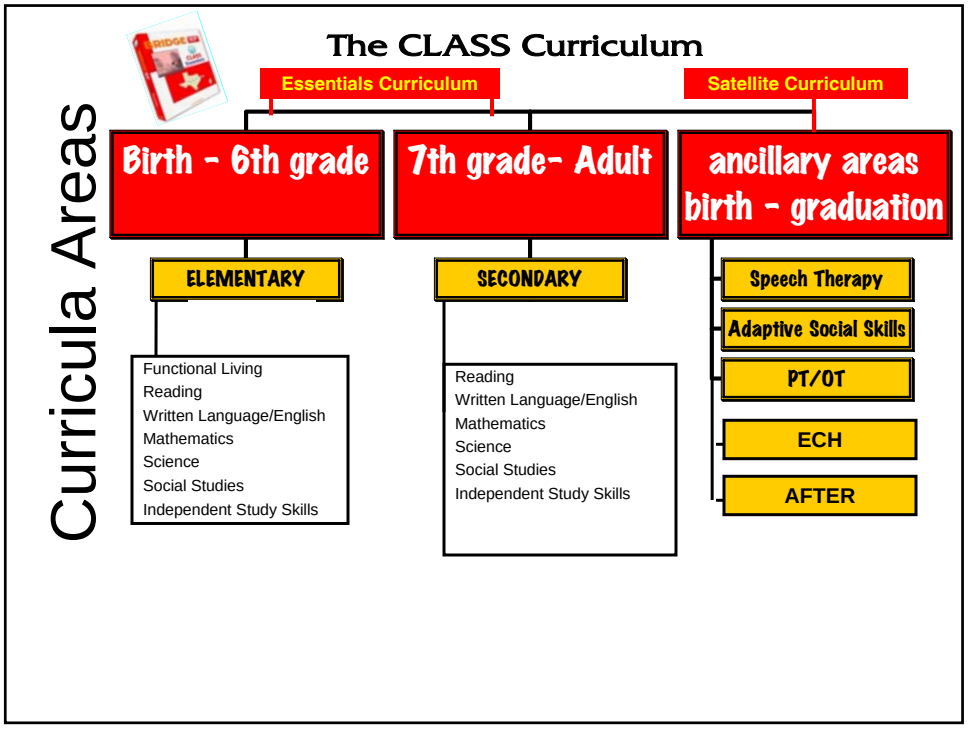


Curricular revisions to the current curriculum:

➢**Science, Social Studies, Algebra, Separate division for grade 7,8,& 9, Adaptive Social Skills now includes DSM IV categories**

➢**New BRIDGE courses added to the curriculum:**

- **ENGLISH I, II, III, IV**
- **MATH: 7th grade, 8th grade, 9th grade, Math Models: Application, Algebra I & II, and Geometry**
- **SCIENCE: 7th grade, 8th grade, IPC, Chemistry, Physics I and Biology I**
- **SOCIAL STUDIES: 7th grade Texas History, 8th grade U.S. History to 1877, World History, U.S. History, U.S. Government and Economics**
- **AUTISM**



Individual CLASS Curriculum Materials (2 books!)

- **ELEMENTARY ESSENTIALS-**
  Kindergarten – 6th Grade including: Reading, Written Language/English, Math, Spelling, Science, Social Studies AND *Independent Study Skills* which includes: compensatory techniques, task completion, time management, comprehension & recall, note taking, reference and test taking.

(SATELLITE book)

- **ECH**-is designed for use with more severe children. Includes cognitive development, social skills, language skills, gross motor, fine motor, self-care and socialization skills.

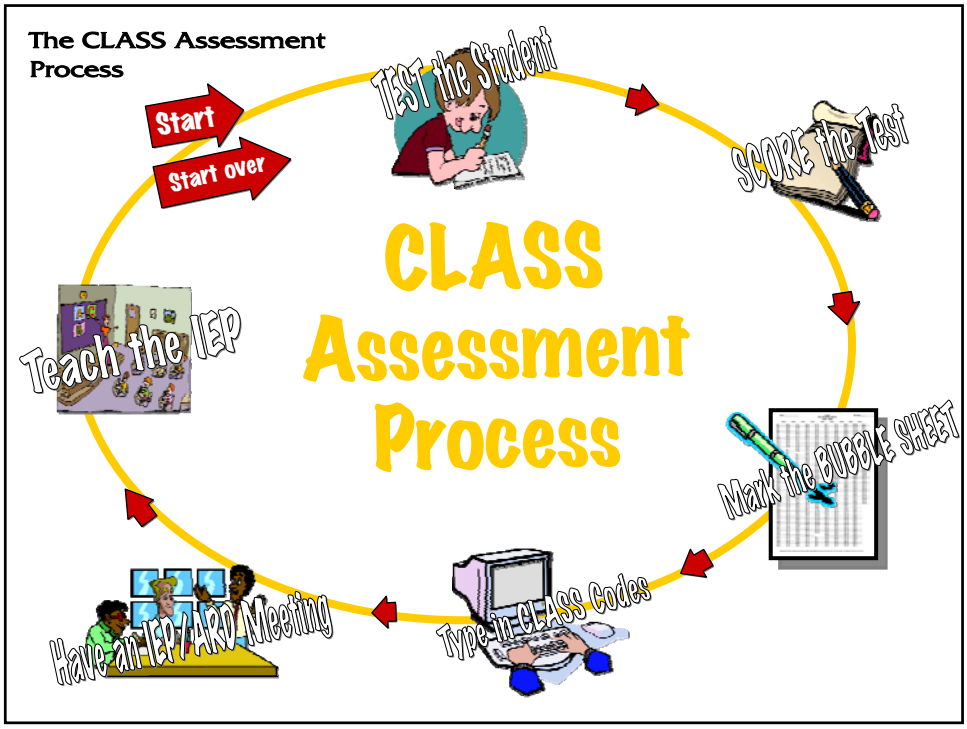
Secondary -students 7th grade and up **who function** at the **3rd grade level and above**, including Written Language/English, Reading, Mathematics, Science, Social Studies, and an Independent Study Skills area.

(SATELLITE book)

- **AFTER** -(**A**dult **F**unctional **T**raining and **E**ducational **R**ehabilitation) for students 7th grade or above who are **functioning BELOW the third grade level** and will graduate with a non-traditional diploma (ARD/transitional planning). Curriculum is designed to support the development of ITPs & desired outcomes looking at skills necessary for the student to achieve on one of three outcomes:
  - **1.LD:** will probably live independently
  - **2.LD/MR:** will probably work in a supervised setting and will live in a group home
  - **3.MR:** will probably develop community based skills within a fully supervised setting

Bridge Satellite:

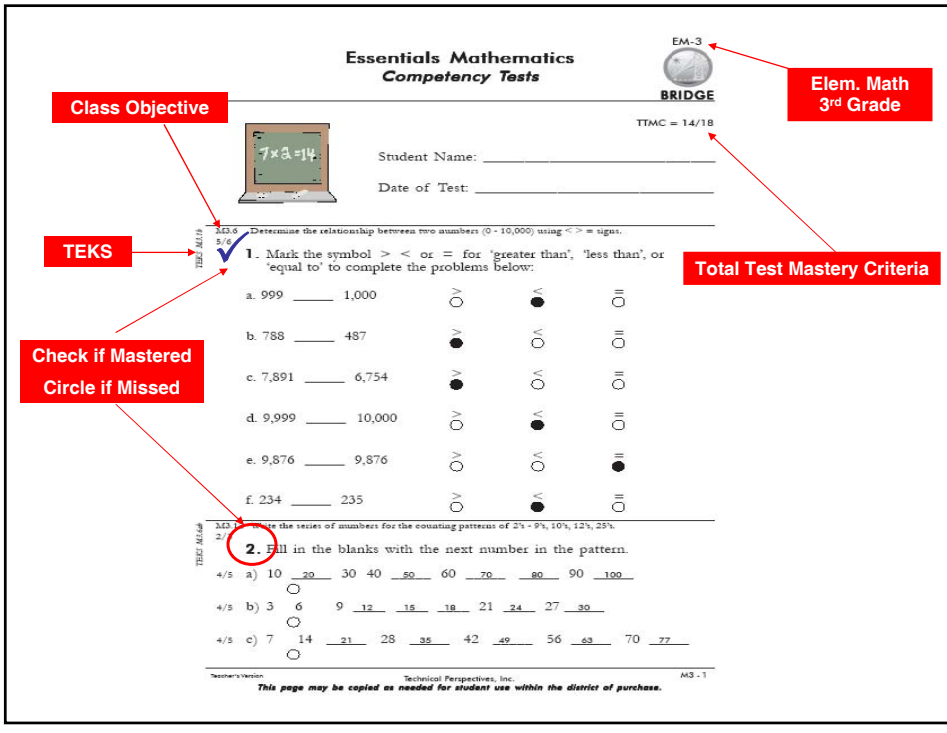
- **Speech**- ages birth-adult- incorporates all areas addressed by speech services. (Contains "Competency Checklist"- no competency tests)
- **PT/OT**- ages birth-adult- a collection of goals and objectives designed to suit the special needs of the PT/OT clinicians and their students, including goals and objectives form other curricula.
- **Adaptive Social Skills** - ages birth-adult. Provides objectives for any student whose behavior is developmentally inappropriate. These objectives can be used with the clinically ED student, the student with a Behavior Management Program, as well as an autistic child. Includes attention to task, compliance, verbal behaviors, non-verbal behaviors and coping behaviors. Counselors will also find appropriate objectives within this curriculum.



The CLASS Assessment Process "Step by Step"

1. **ESTIMATE** the student's level of functioning from ALL available data sources (eligibility information, any other assessment data, professional judgment, etc.).
2. **CHOOSE TEST** from appropriate subject area (print the student's version of the test from the Testing Center CD).
3. **Have the student TAKE THE TEST!** There is minimal teacher/student interaction. **WORST** performance is best in order to determine IEP objectives; can administer to individual students of small groups.
4. **SCORE THE TEST** you're 'looking for' **25%-75%** mastery learning level!

5. **MARK CODES** for the **missed** (remember, these are **BENCHMARK/tested)** items on the "Bubble Sheet" (Pupil Progress Profile)
6. **SET TEST ASIDE** (but save it!)
7. **OPEN THE CLASS TEXT** to the Sequence of Learner Objectives in the subject area of the test
8. **AMPLIFY TEST ITEMS** the test items:
   a) locate the 1st marked code on the Bubble Sheet in the skill sequence in CLASS curricula
   b) Test items are **bolded**
   c) Determine which of the **preceding**, or prerequisite skills are needed by the student to master the benchmark (**bolded** test) item(s)
   d) Mark those items you have decided go with the one missed on the Bubble Sheet
   e) Continue this process with each missed test item
9. **SELECT OBJECTIVES** the number of objectives (or as determined by district/coop) that can be taught/mastered during the IEP year. Objectives can be targeted across several grade levels for each student.
10. **"TEACH"** the IEP (which is a 'teachable learning plan!)


Class Objective
TEKS
Check if Mastered
Circle if Missed
Elem. Math
3rd Grade
Total Test Mastery Criteria
Essentials Mathematics
Competency Tests
EM-3
BRIDGE
TTMC = 14/18
Student Name:
Date of Test:
1. Mark the symbol > < or = for 'greater than', 'less than', or 'equal to' to complete the problems below:
a. 999 _____ 1,000
b. 788 _____ 487
c. 7,891 _____ 6,754
d. 9,999 _____ 10,000
e. 9,876 _____ 9,876
f. 234 _____ 235
2. Fill in the blanks with the next number in the pattern.
a) 10 20 30 40 50 60 70 80 90 100
b) 3 6 9 12 15 18 21 24 27 30
c) 7 14 21 28 35 42 49 56 63 70 77
Technical Perspectives, Inc.
M3 - 1
This page may be copied as needed for student use within the district of purchase.

- Class Objectives
- TEKS correlate
- Per question Mastery Code
- Directions to teacher

ER-3

Essentials Reading
Competency Tests

BRIDGE

R3.40 Speak with correct use of oral grammar: tenses, agreement, complete sentences, lack of slang
3/5

5. Describe your family for me. Tell me a little bit about each person in your family. Please speak carefully, in complete, grammatically correct sentences.

Teacher: listen for and mark when student completes:

- ○ complete sentences
- ○ correct oral grammar
- ○ tense and pronoun agreement
- ○ lack of slang
- ○ student's focus on the topic

R3.33 Read aloud, an unfamiliar grade level reading selection, not less than 100 words in length, with fewer than 12 or 10% errors.

6. Read this story aloud to your teacher.

○

This was the first time Joel had ever been camping. He was with a group of good friends, so he was not worried. Because Joel didn't know what to do, Dale helped him put up his tent and Hal showed him how to light the stove. "Sometimes friends are the best teachers," Joel thought to himself.

When the camp was ready, the boys decided to go for a hike. They started off very quickly but soon Joel fell behind. He had not brought his hiking boots, so the underbrush in the woods caused him to stumble and slowed him down. Suddenly, he looked up and realized that he was alone in the woods; a spooky feeling! "Where are you?" he yelled and yelled. "Okay," he thought, "what should I do now?" Then he remembered what his scoutmaster told them and he just sat down to wait.

It didn't take long for his friends to notice he was not with them. They knew they would have to go find him before he got really lost. Soon his buddies came tumbling back to find him perched on a log, waiting nervously. Much laughter and teasing made him feel better. "Next time," said Hal, "we're making a packing list for you!"

210 wds (-87 primer words) = 121words, @3.5 grd.

Technical Perspectives, Inc. Teacher's Version
This page may be copied as needed for student use within the district of purchase.

Elementary Mathematics
Sequence of Learner Objectives

EM-3
CLASS

Annual Goal: The student will master Elementary Mathematics skills at the (3rd) grade level as measured by equivalent pre and post criterion referenced testing, and addressing these specific identified educational needs: NUMERATION, etc.

The student will:

Bolded are Benchmark Items

Third Grade

Numeration

M3.1	name the ordinal numbers through twentieth
M3.2	read and write the numbers through 1000; [ ]in order by 100's [ ]by 100's from any number
M3.3	count by 100's to 1,000; pairing rods or blocks with the spoken words
M3.4	read and write the numbers by 100"s and 1,000"s to 10,000 starting from any number
M3.5	compare (greater than, less than) numbers through [ ]1,000 [ ]10,000 using rods or blocks
M3.6	**determine the relationship between two numbers (0 - 10,000) using < > = signs**
M3.7	using the number line, perform skip counting to name [ ]even [ ]odd numbers
M3.8	using the number line, from 0 mark: units to the right with a + sign, units to the left with a - sign
M3.9	using the number line, determine the nearest ten from a specified number
M3.10	using the number line, count by 100"s from any number; write the numbers
M3.11	using the number line, count by 5"s, 10"s, 12"s, 25"s, 100"s, 1,000"s; write the numbers
M3.12	**write the series of numbers for the counting patterns of 2's - 9's, 10's, 12's, 25's**
M3.13	label concrete object sets of ones, tens, hundreds and thousands by naming number in each category: "2 hundreds and 3 tens and 10 thousands is ten thousand, two hundred and thirty"
M3.14	write in standard form any 3-digit numeral given in word form
M3.15	read and write the numbers to identify the place values in 4 digit numbers
M3.16	**write in standard form any 5-digit numeral given in word form**
M3.17	read and write the numbers to identify the place values in 5 digit numbers
M3.18	read and write numbers to identify place values in 6 digit numbers
M3.19	**identify the value of each digit in six digits numerals**

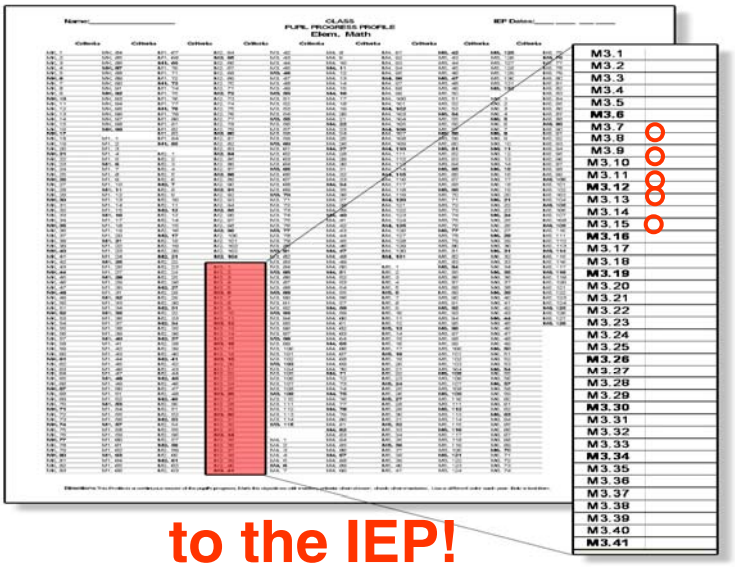
Operations

M3.20	from memory, recall the basic addition facts
M3.21	using a number line, add positive numbers (go right) and negative numbers (go left); name the result

REVISED ANNUAL GOAL:
The student will demonstrate measurable progress toward the enrolled and functional grade level skills in (selected Instructional Area) as measured by mastery of 70% of the IEP objectives.

From the → **Bubble Sheet**

(Pupil Progress Profile)



✓

to the IEP!

Texas ISD
***INDIVIDUAL EDUCATIONAL PROGRAM (IEP)**[1,2]

[X] *INSTRUCTIONAL SERVICES
[ ] *RELATED SERVICES
SPECIFY:

IEP DATE: 01/05/2005
[ ] DRAFT
[ ] ACCEPTED BY IEP COMMITTEE

Future S. Accountant	987654321	From: 01/05/2005 To: 12/17/2005
NAME OF STUDENT	ID NUMBER	DURATION OF SERVICES
ABC Elementary	05	English ESL ☐ Bilingual ☐
SCHOOL	GRADE	LANGUAGE OF DELIVERY

PARENTAL NOTIFICATION STATEMENT
Written IEP Progress Reports will be provided to the student's parent(s) at least every 6 weeks to regularly inform parent(s) of their children's progress toware meeting annual IEP goals. These Progress Reports are provided on the same timely basis as are provided to parent(s) of non-disabled children, and are in addition to regular reporting for all children.

INSTRUCTIONAL AREA
Elem. Math (V2)

LOCATION
[ ] Special Education
[ ] General Education
[ ] Other:

IMPLEMENTORS
[ ] Special Education
[ ] General Education
[ ] Parent(s)
[ ] Student
[ ] Other:

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
unlimited memo field

*GOAL	The student will master Elementary Math skills at the 3RD grade level as measured by equivalent pre and post criterion referenced tests, while addressing these specific identified educational needs rNUMERATION.

*SHORT TERM OBJECTIVES Future will ...	*LEVEL OF MASTERY CRITERIA	*METHOD OF EVALUATION	EVALUATION CODES DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE REGRESSION
M3.8 - using the number line AND POKER CHIPS from 0, mark units to the right with a + sign; units to the left with a - sign (TEKS: [111.15] 3.10A)	2/3 trials	1,6							YES / NO
M3.10 - using the number line, count by 100's from any number; write the numbers (TEKS: [111.15] 3.6A)	80%	1,2,6							YES / NO
M3.12 - write the series of numbers for the counting patterns of 2's-9's, 10's, 12's, 25's (TEKS: [111.15] 3.6A)	5/6 times	2,7							YES / NO
Z1 - STAND ON HEAD AND SPIT NICKELS	75%	1,6							YES / NO
M3.17 - read and write the numbers to identify the place values in 5-digit numbers (TEKS: [111.15] 3.1A)	3/4 times x 3 weeks	1,2,6							YES / NO
M3.19 - identify the value of each digit in 6-digit numerals (TEKS: [111.15] 3.1A)	3/5 trials	1,6							YES / NO

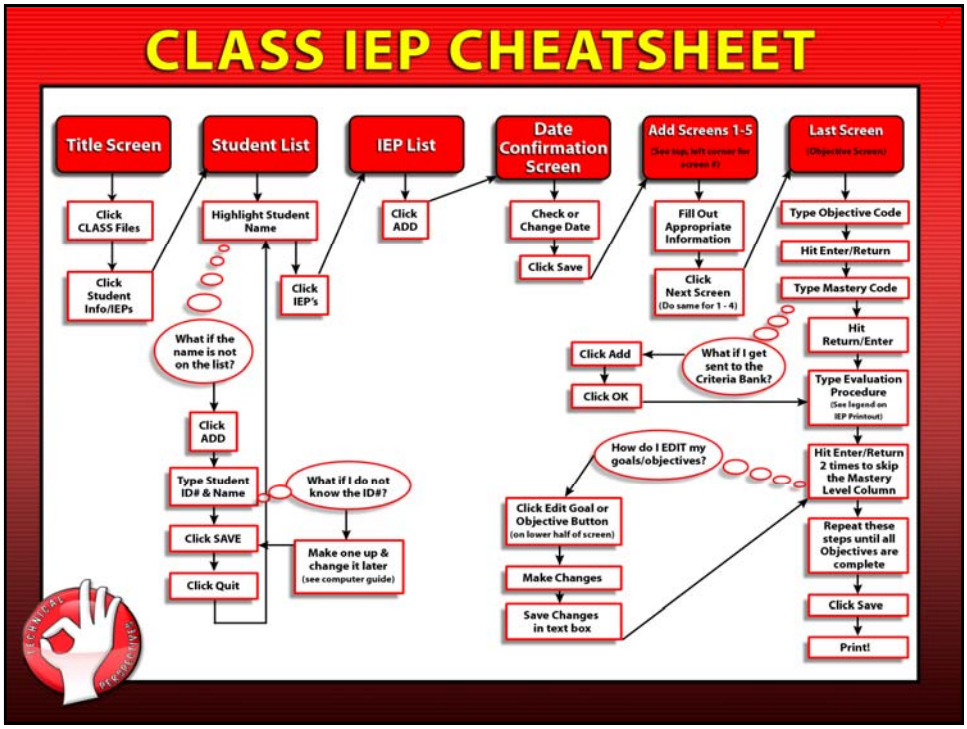
Meet Your New **CLASS** Best Friends?

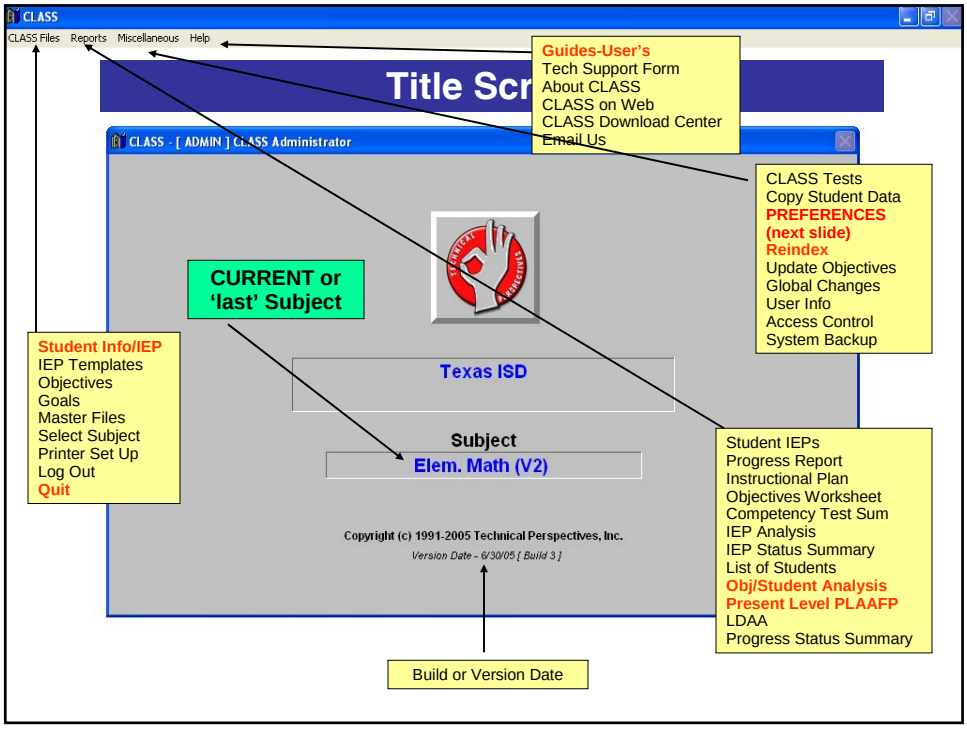
Best Friend "#1" –
CALL the 1-800 number ! ! !

Best Friend "#2" –
your **CHEAT SHEET**

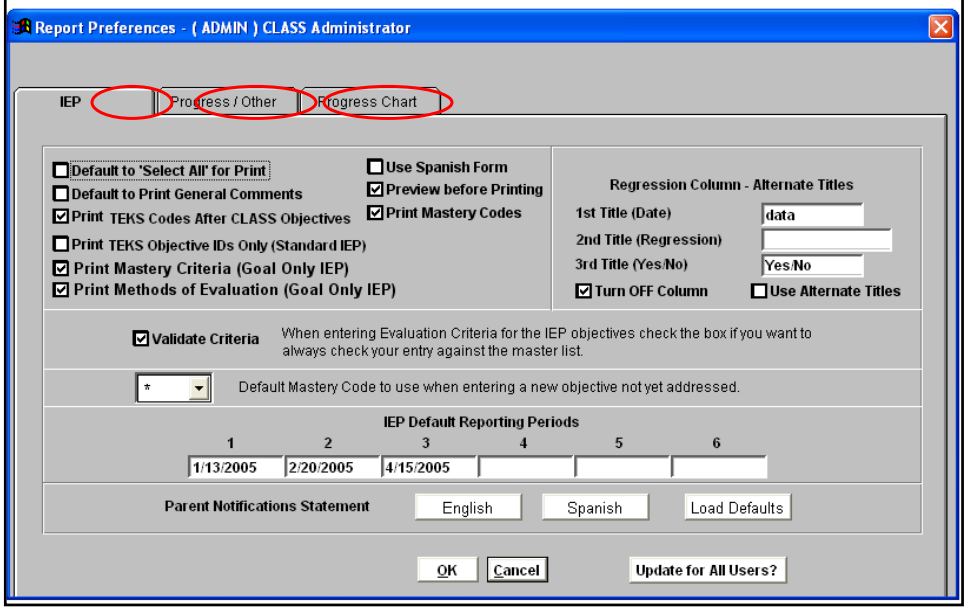
Best Friend "#3" –
a (veteran) CLASS user

Best Friend "#4" –
the User's Guide
(minimize/maximize it while working in CLASS!)

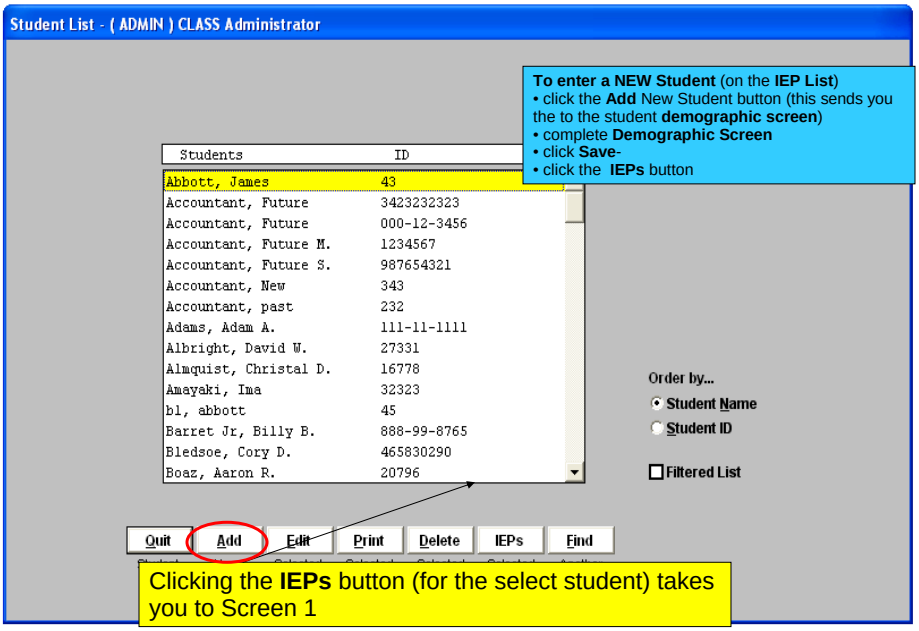




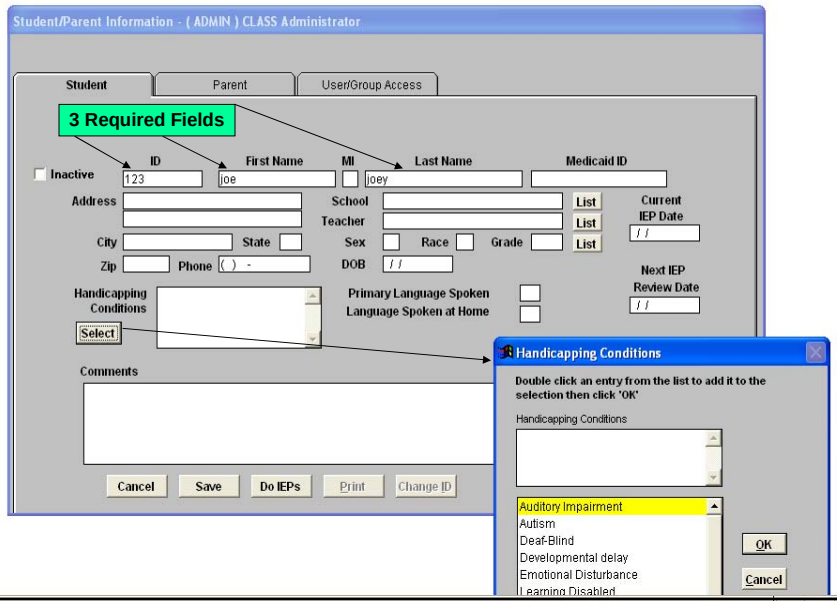
At the **Title Screen –** under **'Miscellaneous' -** select **Preferences** setting print 'preferences'



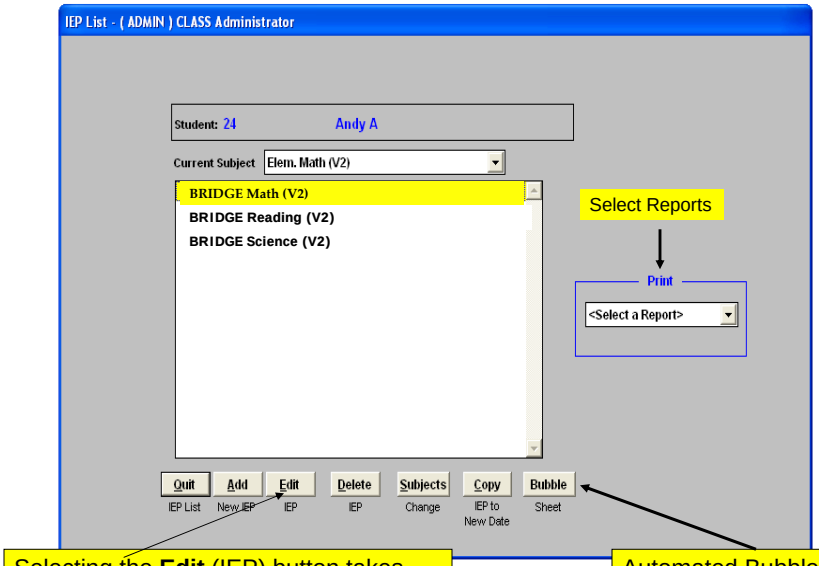
Student List Screen



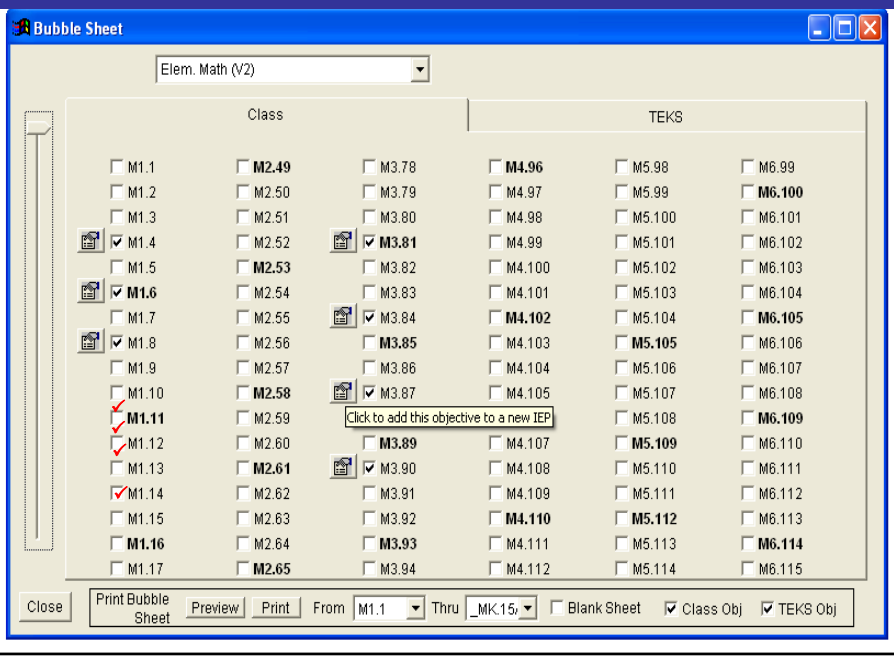
Student Demographic Screen



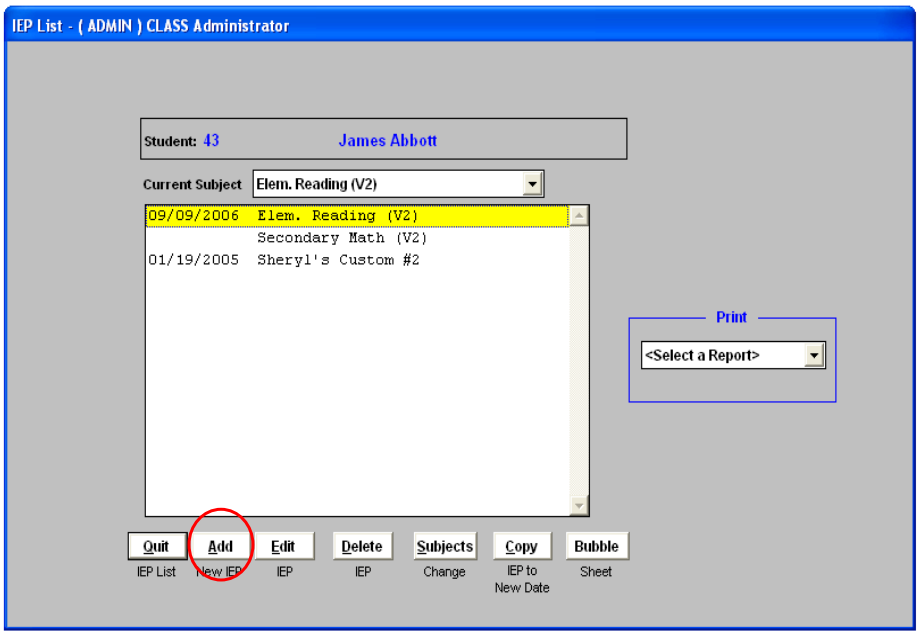
IEP Student List Screen



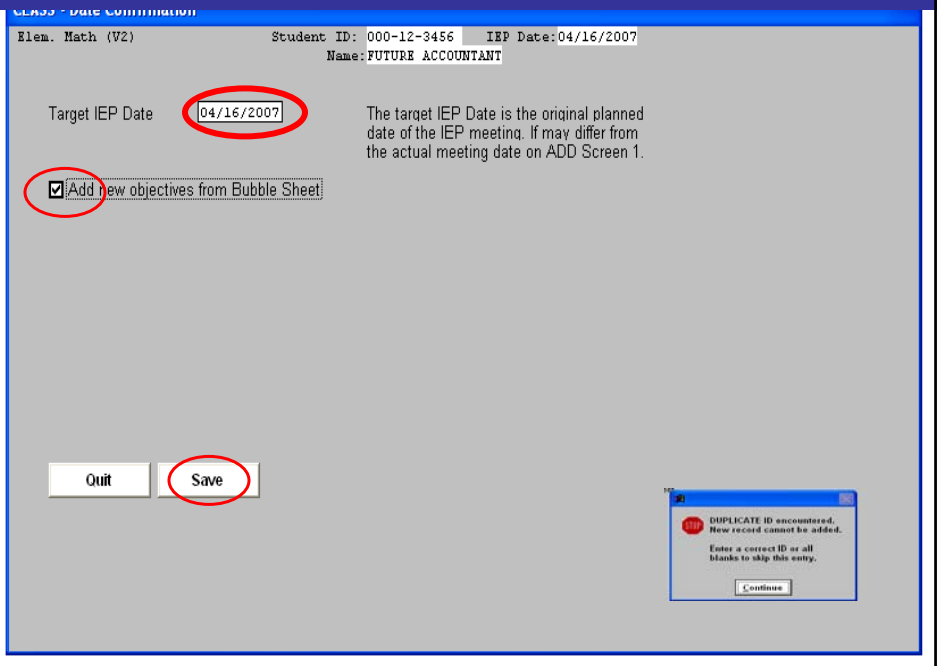
Automated "Bubble Sheet"

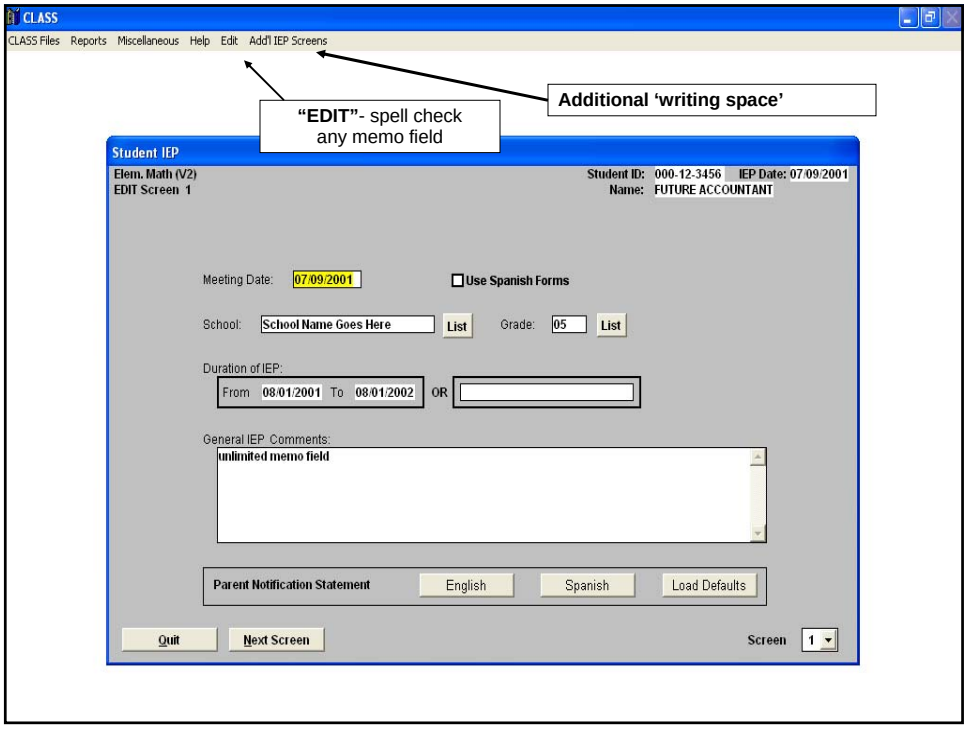


Student List Screen

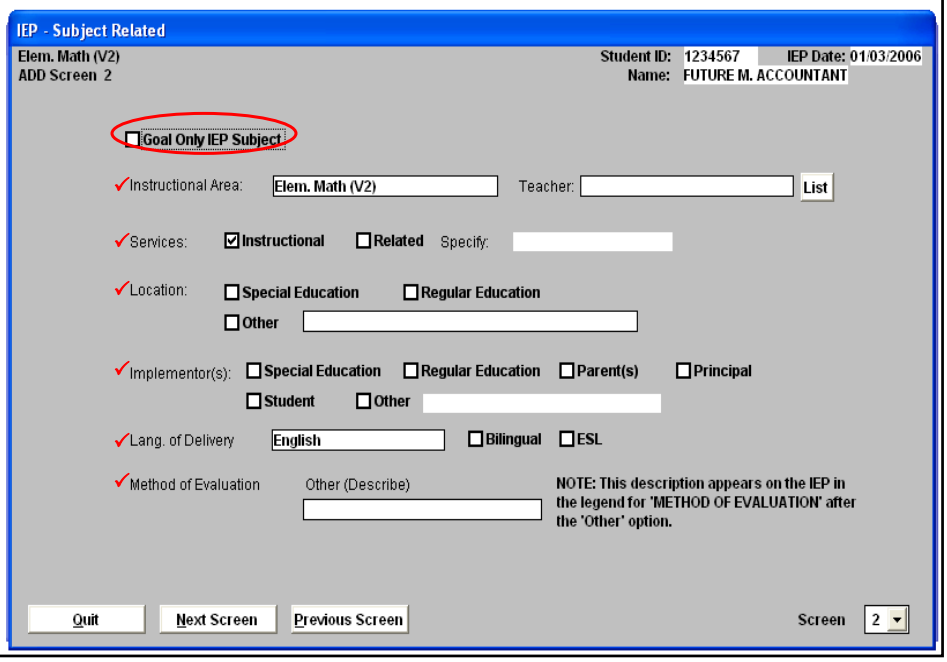


Date Confirmation Screen

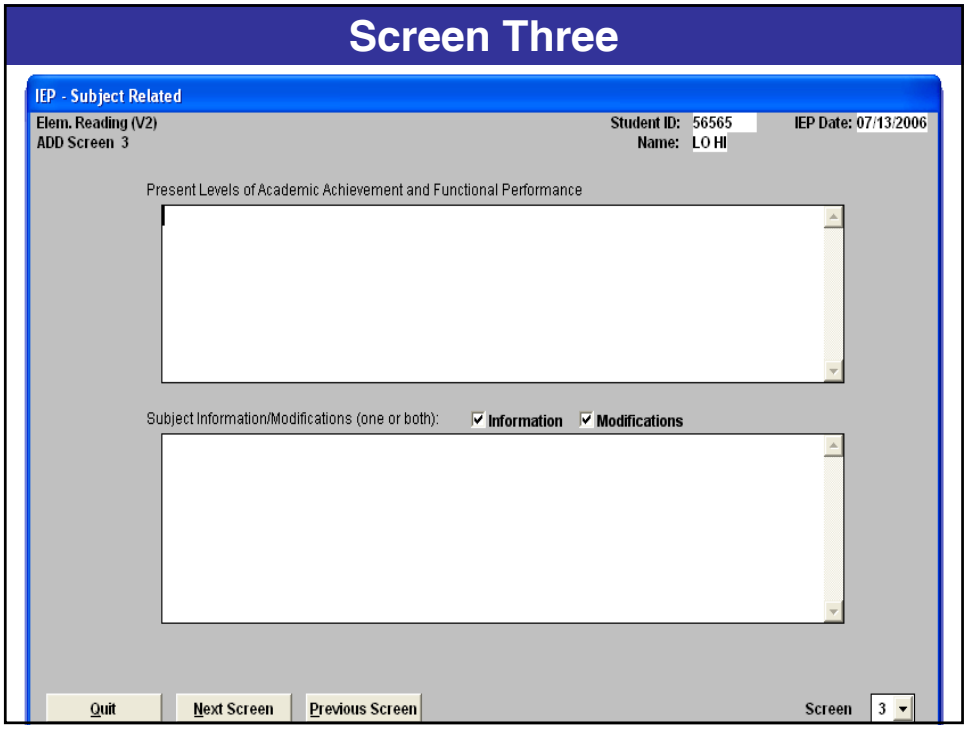

Elem. Math (V2)
Student ID: 000-12-3456
IEP Date: 04/16/2007
Name: FUTURE ACCOUNTANT
Target IEP Date
04/16/2007
The target IEP Date is the original planned date of the IEP meeting. If may differ from the actual meeting date on ADD Screen 1.
Add new objectives from Bubble Sheet
Quit
Save
DUPLICATE ID encountered. New record cannot be added.
Enter a correct ID or all blanks to skip this entry.
Continue


CLASS
CLASS Files Reports Miscellaneous Help Edit Add'l IEP Screens
"EDIT"- spell check any memo field
Additional 'writing space'
Student IEP
Elem. Math (V2)
EDIT Screen 1
Student ID: 000-12-3456 IEP Date: 07/09/2001
Name: FUTURE ACCOUNTANT
Meeting Date: 07/09/2001
Use Spanish Forms
School: School Name Goes Here List
Grade: 05 List
Duration of IEP:
From 08/01/2001 To 08/01/2002 OR
General IEP Comments:
unlimited memo field
Parent Notification Statement English Spanish Load Defaults
Quit Next Screen
Screen 1

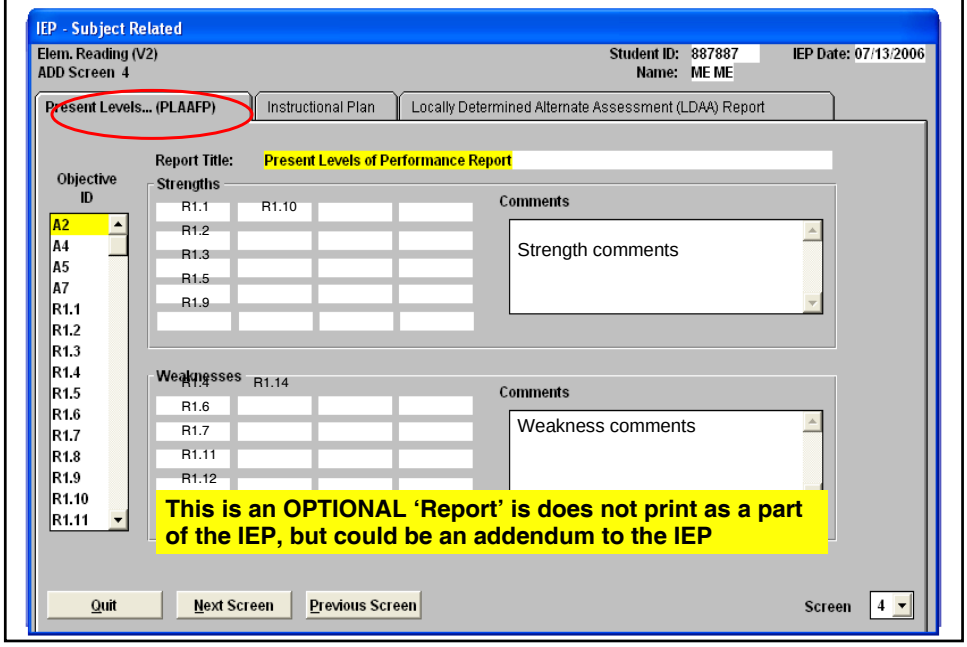
Screen Two


IEP - Subject Related
Elem. Math (V2)
ADD Screen 2
Student ID: 1234567 IEP Date: 01/03/2006
Name: FUTURE M. ACCOUNTANT
Goal Only IEP Subject
Instructional Area: Elem. Math (V2) Teacher: List
Services: Instructional Related Specify:
Location: Special Education Regular Education
Other
Implementor(s): Special Education Regular Education Parent(s) Principal
Student Other
Lang. of Delivery English Bilingual ESL
Method of Evaluation Other (Describe)
NOTE: This description appears on the IEP in the legend for 'METHOD OF EVALUATION' after the 'Other' option.
Quit Next Screen Previous Screen
Screen 2

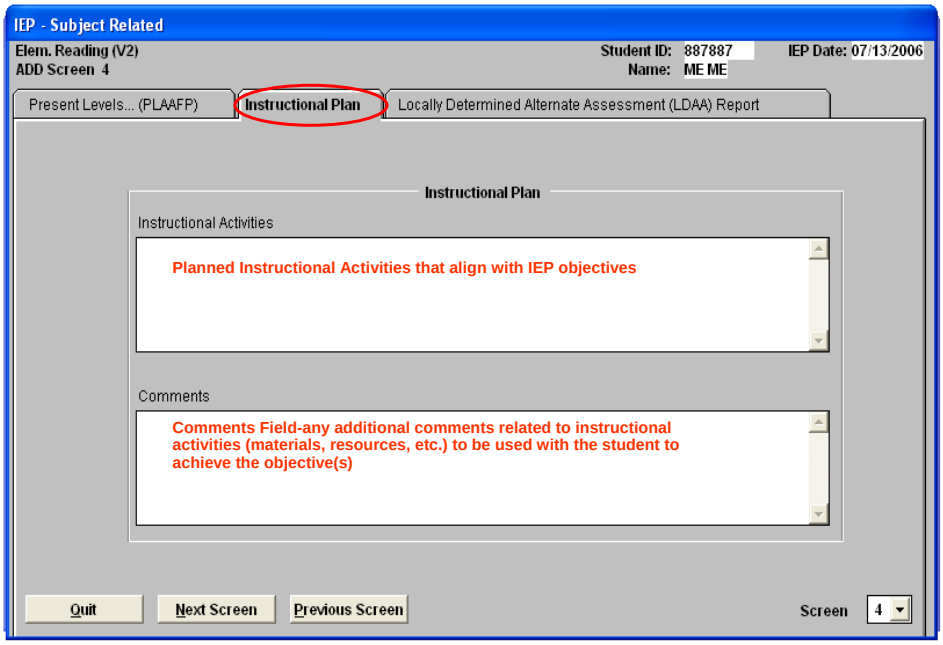
Screen Three



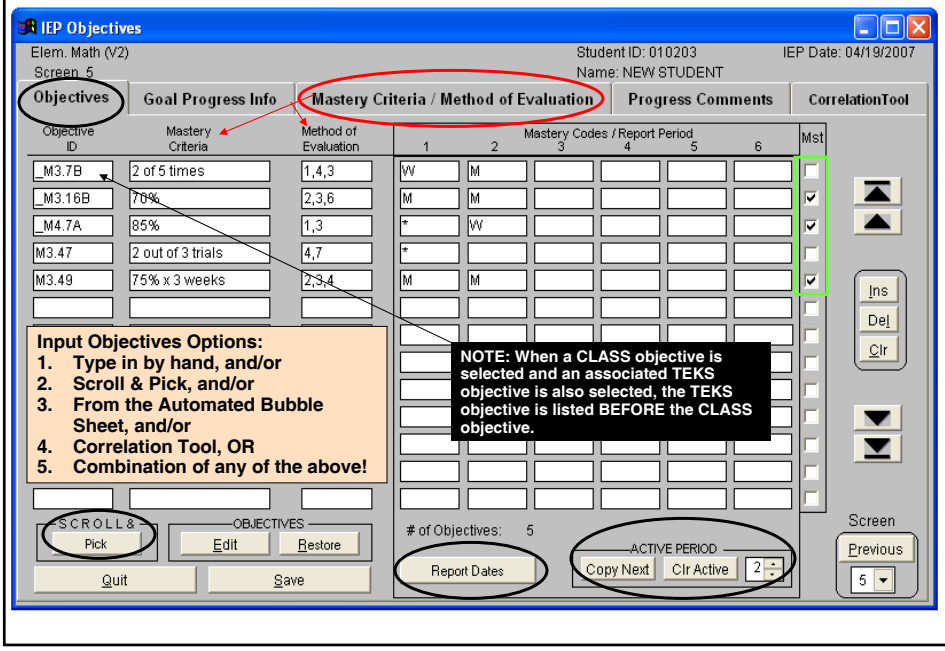
Screen Four- Present Levels of Academic Achievement and Functioning Performance Tab (optional PLAAFP "Report")



Screen Four- Instructional Plan

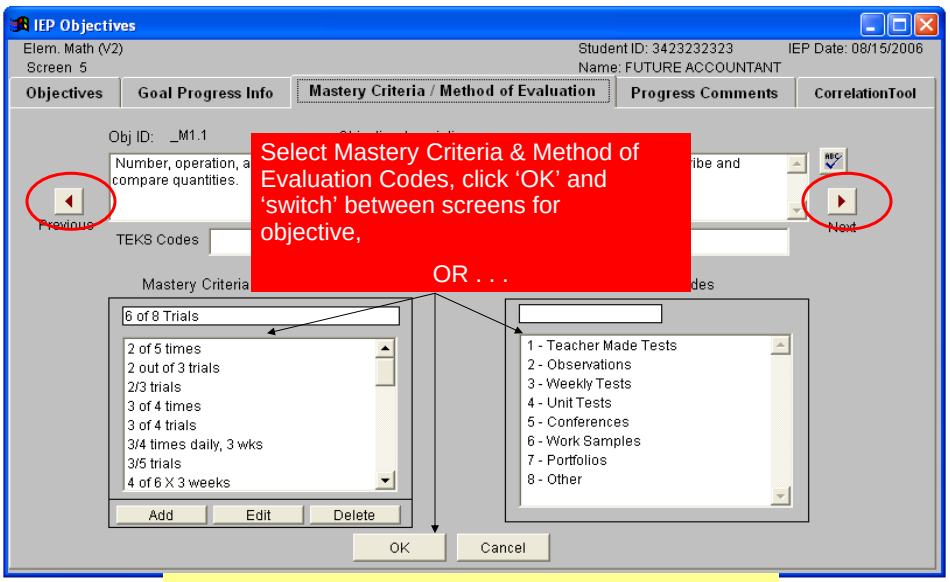


Screen Five



Two ways ('on' Screen 5 or 'tab') to enter

Mastery Criteria/Method of Evaluation

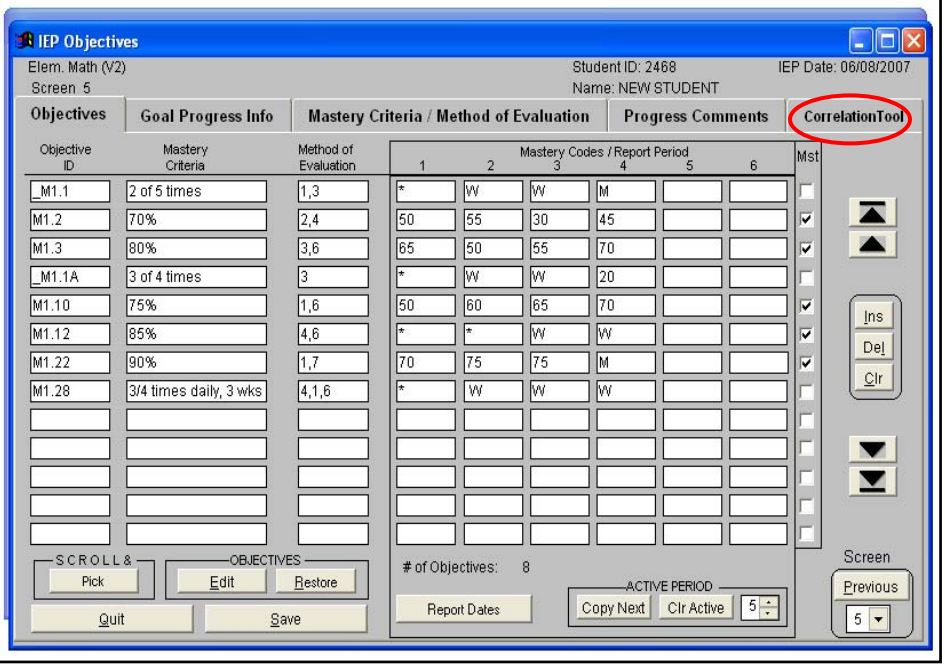


Select Mastery Criteria & Method of Evaluation Codes, click 'OK' and 'switch' between screens for objective,

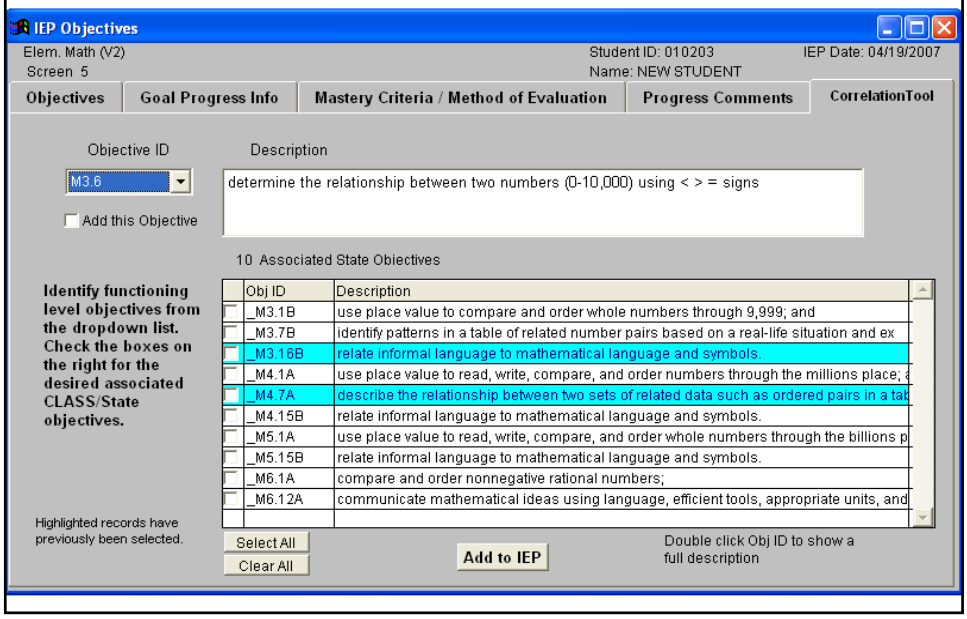
OR . . .

You may edit the Criteria and Method at this screen

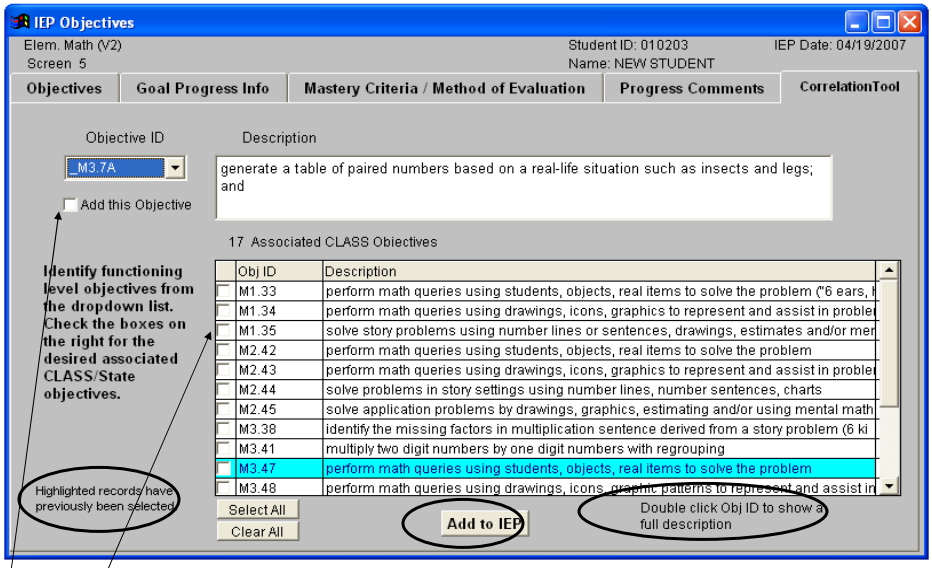
Screen 5 "Correlation Tool"



Screen Five- Correlation Tool
CLASS to TEKS


IEP Objectives
Elem. Math (V2)
Screen 5
Student ID: 010203
Name: NEW STUDENT
IEP Date: 04/19/2007
Objectives
Goal Progress Info
Mastery Criteria / Method of Evaluation
Progress Comments
CorrelationTool
Objective ID
Description
M3.6
determine the relationship between two numbers (0-10,000) using < > = signs
Add this Objective
10 Associated State Objectives
Identify functioning level objectives from the dropdown list. Check the boxes on the right for the desired associated CLASS/State objectives.
Obj ID
Description
_M3.1B
use place value to compare and order whole numbers through 9,999; and
_M3.7B
identify patterns in a table of related number pairs based on a real-life situation and ex
_M3.16B
relate informal language to mathematical language and symbols.
_M4.1A
use place value to read, write, compare, and order numbers through the millions place;
_M4.7A
describe the relationship between two sets of related data such as ordered pairs in a tat
_M4.15B
relate informal language to mathematical language and symbols.
_M5.1A
use place value to read, write, compare, and order whole numbers through the billions p
_M5.15B
relate informal language to mathematical language and symbols.
_M6.1A
compare and order nonnegative rational numbers;
_M6.12A
communicate mathematical ideas using language, efficient tools, appropriate units, and
Highlighted records have previously been selected.
Select All
Clear All
Add to IEP
Double click Obj ID to show a full description

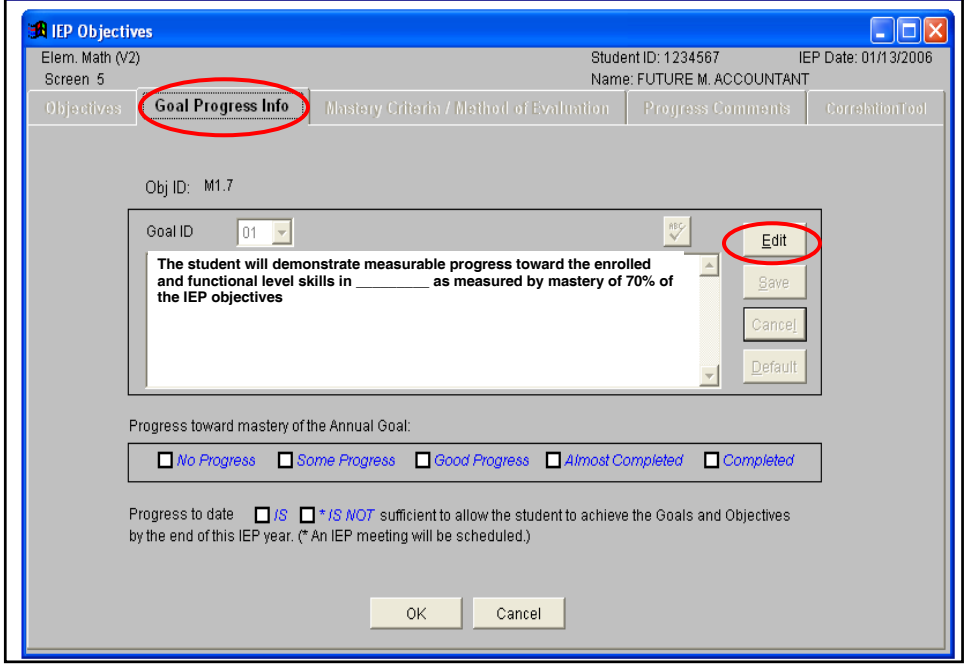
Screen Five- Correlation Tool- TEKS to CLASS Objectives


IEP Objectives
Elem. Math (V2)
Screen 5
Student ID: 010203
Name: NEW STUDENT
IEP Date: 04/19/2007
Objectives
Goal Progress Info
Mastery Criteria / Method of Evaluation
Progress Comments
CorrelationTool
Objective ID
Description
_M3.7A
generate a table of paired numbers based on a real-life situation such as insects and legs; and
Add this Objective
17 Associated CLASS Objectives
Identify functioning level objectives from the dropdown list. Check the boxes on the right for the desired associated CLASS/State objectives.
Obj ID
Description
M1.33
perform math queries using students, objects, real items to solve the problem ("6 ears,
M1.34
perform math queries using drawings, icons, graphics to represent and assist in proble
M1.35
solve story problems using number lines or sentences, drawings, estimates and/or me
M2.42
perform math queries using students, objects, real items to solve the problem
M2.43
perform math queries using drawings, icons, graphics to represent and assist in proble
M2.44
solve problems in story settings using number lines, number sentences, charts
M2.45
solve application problems by drawings, graphics, estimating and/or using mental math
M3.38
identify the missing factors in multiplication sentence derived from a story problem (6 ki
M3.41
multiply two digit numbers by one digit numbers with regrouping
M3.47
perform math queries using students, objects, real items to solve the problem
M3.48
perform math queries using drawings, icons, graphic patterns to represent and assist in
Highlighted records have previously been selected.
Select All
Clear All
Add to IEP
Double click Obj ID to show a full description

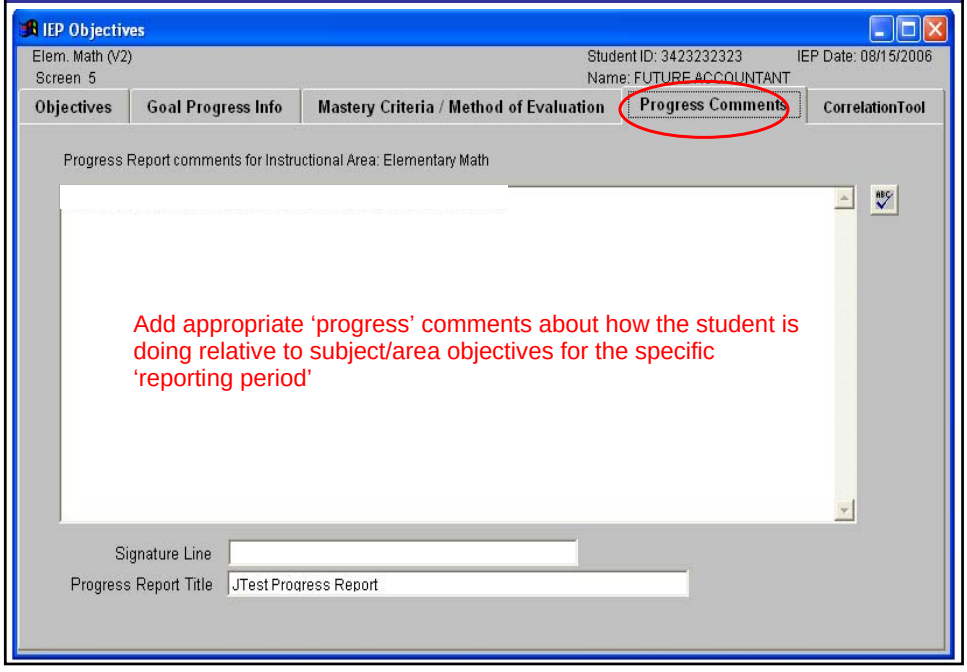
Check the box to **Add this** (or multiple) **Objective** to the IEP

From the Obj. ID list, check the objectives needed on the IEP and click Add to IEP

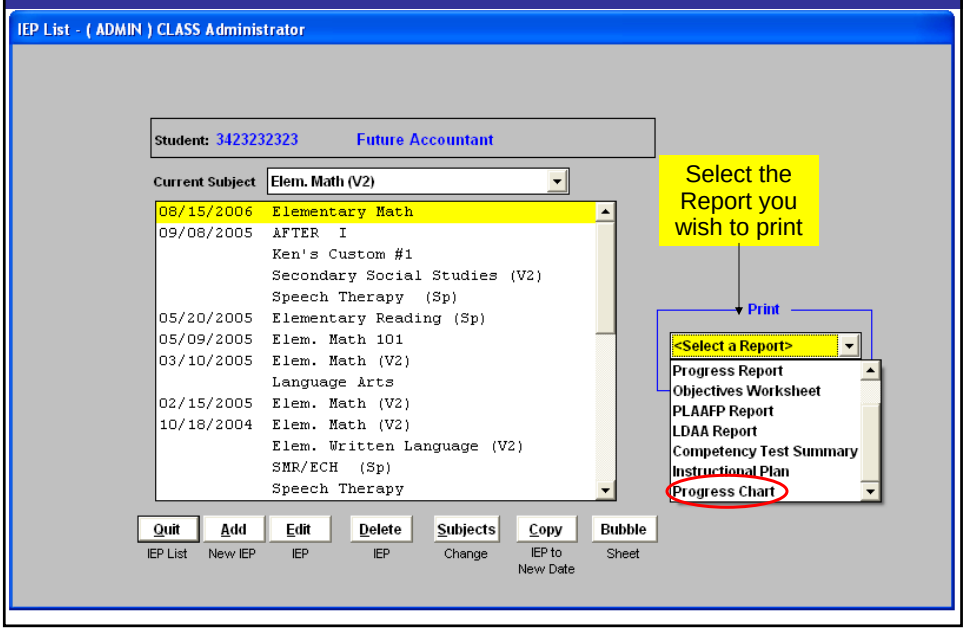
Screen Five- Goal Progress Info


IEP Objectives
Elem. Math (V2)
Screen 5
Student ID: 1234567
Name: FUTURE M. ACCOUNTANT
IEP Date: 01/13/2006
Objectives
Goal Progress Info
Mastery Criteria / Method of Evaluation
Progress Comments
CorrelationTool
Obj ID: M1.7
Goal ID
01
The student will demonstrate measurable progress toward the enrolled and functional level skills in _____ as measured by mastery of 70% of the IEP objectives
Edit
Save
Cancel
Default
Progress toward mastery of the Annual Goal:
No Progress
Some Progress
Good Progress
Almost Completed
Completed
Progress to date IS * IS NOT sufficient to allow the student to achieve the Goals and Objectives by the end of this IEP year. (* An IEP meeting will be scheduled.)
OK
Cancel

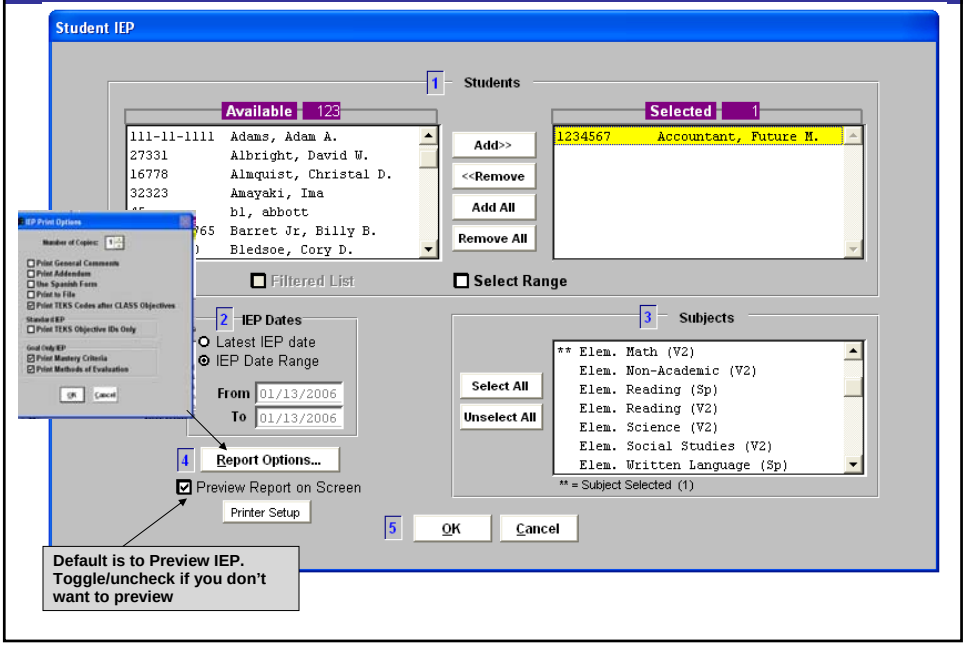
Progress Comments


IEP Objectives
Elem. Math (V2)
Screen 5
Student ID: 3423232323
Name: FUTURE ACCOUNTANT
IEP Date: 08/15/2006
Objectives
Goal Progress Info
Mastery Criteria / Method of Evaluation
Progress Comments
CorrelationTool
Progress Report comments for Instructional Area: Elementary Math
Add appropriate 'progress' comments about how the student is doing relative to subject/area objectives for the specific 'reporting period'
Signature Line
Progress Report Title
JTest Progress Report

Selecting a REPORT to print
at the Student List Screen



Report(s) Print Screen



Texas ISD
*INDIVIDUAL EDUCATIONAL PROGRAM (IEP)

[X] *INSTRUCTIONAL SERVICES
[ ] *RELATED SERVICES
SPECIFY:

IEP DATE: 01/05/2005
[ ] DRAFT
[ ] ACCEPTED BY IEP COMMITTEE

Future S. Accountant	987654321	From: 01/05/2005 To: 12/17/2005
NAME OF STUDENT	ID NUMBER	DURATION OF SERVICES

ABC Elementary	05	English	ESL ☐	Bilingual ☐
SCHOOL	GRADE	LANGUAGE OF DELIVERY		

PARENTAL NOTIFICATION STATEMENT
Written IEP Progress Reports will be provided to the student's parent(s) at least every 6 weeks to regularly inform parent(s) of their children's progress toware meeting annual IEP goals. These Progress Reports are provided on the same timely basis as are provided to parent(s) of non-disabled children, and are in addition to regular reporting for all children.

INSTRUCTIONAL AREA
Elem. Math (V2)

LOCATION
[ ] Special Education
[ ] General Education
[ ] Other:

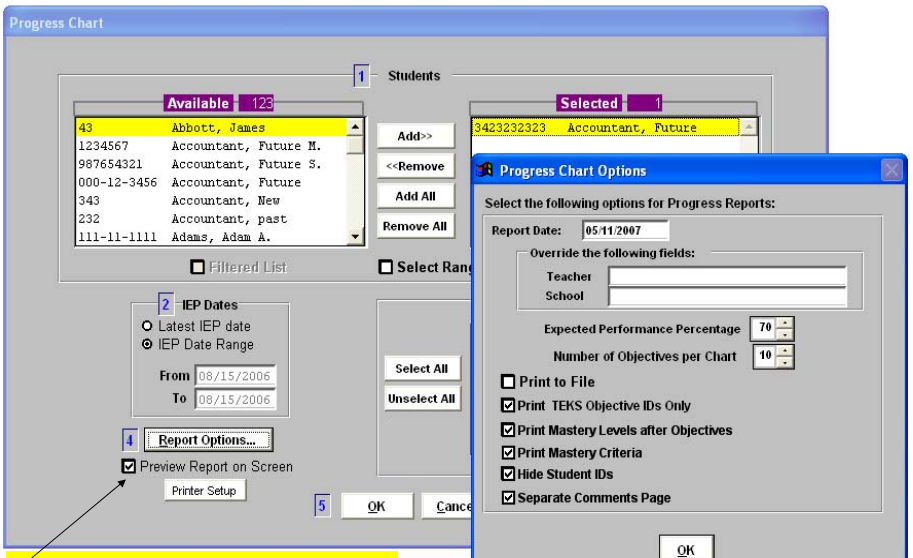
IMPLEMENTORS
[ ] Special Education
[ ] General Education
[ ] Parent(s)
[ ] Student
[ ] Other:

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
unlimited memo field

***GOAL** The student will master Elementary Math skills at the 3RD grade level as measured by equivalent pre and post criterion referenced tests, while addressing these specific identified educational needs
nNUMERATION,

*SHORT TERM OBJECTIVES Future will ...	*LEVEL OF MASTERY CRITERIA	*METHOD OF EVALUATION	EVALUATION CODES DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE / CODE	DATE REGRESSION
M3.8 - using the number line AND POKER CHIPS from 0, mark units to the right with a + sign; units to the left with a - sign (TEKS: [111.15] 3.10A)	2/3 trials	1,6							YES / NO
M3.10 - using the number line, count by 100's from any number; write the numbers (TEKS: [111.15] 3.6A)	80%	1,2,6							YES / NO
M3.12 - write the series of numbers for the counting patterns of 2's-9's, 10's, 12's, 25's (TEKS: [111.15] 3.6A)	5/6 times	2,7							YES / NO
Z1 - STAND ON HEAD AND SPIT NICKELS	75%	1,6							YES / NO
M3.17 - read and write the numbers to identify the place values in 5-digit numbers (TEKS: [111.15] 3.1A)	3/4 times x 3 weeks	1,2,6							YES / NO
M3.19 - identify the value of each digit in 6-digit numerals (TEKS: [111.15] 3.1A)	3/5 trials	1,6							YES / NO

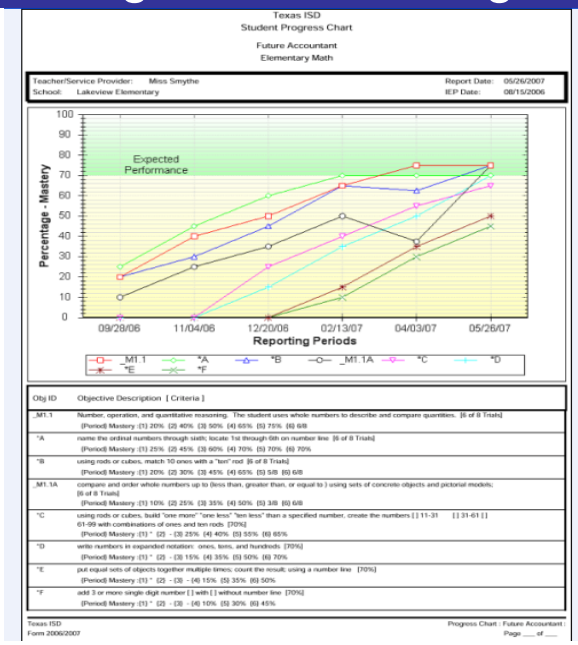
Print Screen (ex. Progress Chart)



From the **Print Preview** you may print the Progress Chart, create a Word document or an Adobe PDF.

Progress Monitoring

NOTE: To 'graph' per objective progress, Mastery Criteria will need to be a percent (%) not a letter (e.g. W, C, M) The Progress Monitoring Chart will only 'graph' those objectives that have "percentages".



Texas ISD
Student Progress Chart

Future Accountant
Elementary Math

Teacher/Service Provider: Miss Smythe
School: Lakeview Elementary
Report Date: 05/26/2007
IEP Date: 08/15/2006

Obj ID	Objective Description [Criteria]
_M1.1	Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. [6 of 8 Trials] (Period) Mastery :(1) 20% (2) 40% (3) 50% (4) 65% (5) 75% (6) 6/8
*A	name the ordinal numbers through sixth; locate 1st through 6th on number line [6 of 8 Trials] (Period) Mastery :(1) 25% (2) 45% (3) 60% (4) 70% (5) 70% (6) 70%
*B	using rods or cubes, match 10 ones with a "ten" rod [6 of 8 Trials] (Period) Mastery :(1) 20% (2) 30% (3) 45% (4) 65% (5) 5/8 (6) 6/8
_M1.1A	compare and order whole numbers up to (less than, greater than, or equal to) using sets of concrete objects and pictorial models; [6 of 8 Trials] (Period) Mastery :(1) 10% (2) 25% (3) 35% (4) 50% (5) 3/8 (6) 6/8
*C	using rods or cubes, build "one more" "one less" "ten less" than a specified number, create the numbers [ ] 11-31 [ ] 31-61 [ ] 61-99 with combinations of ones and ten rods [70%] (Period) Mastery :(1) * (2) - (3) 25% (4) 40% (5) 55% (6) 65%
*D	write numbers in expanded notation: ones, tens, and hundreds [70%] (Period) Mastery :(1) * (2) - (3) 15% (4) 35% (5) 50% (6) 70%
*E	put equal sets of objects together multiple times; count the result; using a number line [70%] (Period) Mastery :(1) * (2) - (3) - (4) 15% (5) 35% (6) 50%
*F	add 3 or more single digit number [ ] with [ ] without number line [70%] (Period) Mastery :(1) * (2) - (3) - (4) 10% (5) 30% (6) 45%

Texas ISD
Form 2006/2007

Progress Chart : Future Accountant :
Page ___ of ___

Texas ISD
Progress Report

Future S. Accountant -- 987654321
Elem. Math (V2)

Teacher/Service Provider: Penrod
School: ABC Elementary
Report Date: 05/27/2005
IEP Date: 01/05/2005

Annual Goal: The student will master Elementary Math skills at the 3RD grade level as measured by equivalent pre and post criterion referenced tests, while addressing these specific identified educational needs nNUMERATION,

Progress toward mastery of the Annual Goal:

[ ] No Progress [ ] Some Progress [X] Good Progress [ ] Almost Completed [ ] Completed

Progress to date [X] is [ ] * is not sufficient to allow the student to achieve the Goals and Objectives by the end of this IEP year. (* An ARD meeting will be scheduled)

Obj ID	Objective Description [Criteria]	Evaluation Period 2/20/05	4/4/05	5/27/05	[4]	[5]	[6]
M3.8	using the number line AND POKER CHIPS from 0, mark units to the right with a + sign; units to the left with a - sign [2/3 trials]	W	M	M			
M3.10	using the number line: count by 100's from any number; write the numbers [80%]	50%	60%	70%			
M3.12	write the series of numbers for the counting patterns of 2's-9's, 10's, 12's, 25's [5/6 times]	1/6	2/6	3/6			
Z1	STAND ON HEAD AND SPIT NICKELS [75%]	50%	60%	M			
M3.17	read and write the numbers to identify the place values in 5-digit numbers [3/4 times x 3 weeks]	*	1/4	2/4			
M3.19	identify the value of each digit in 6-digit numerals [3/5 trials]	*	1/5	2/5			
M3.21	using a number line, add positive numbers (go right) and negative numbers (go left); name the result [70% x 2 weeks]	*	50%	60%			
M3.22	add three or more single-digit numbers [ ]with [ ]without number line [80%]	*	*	W			

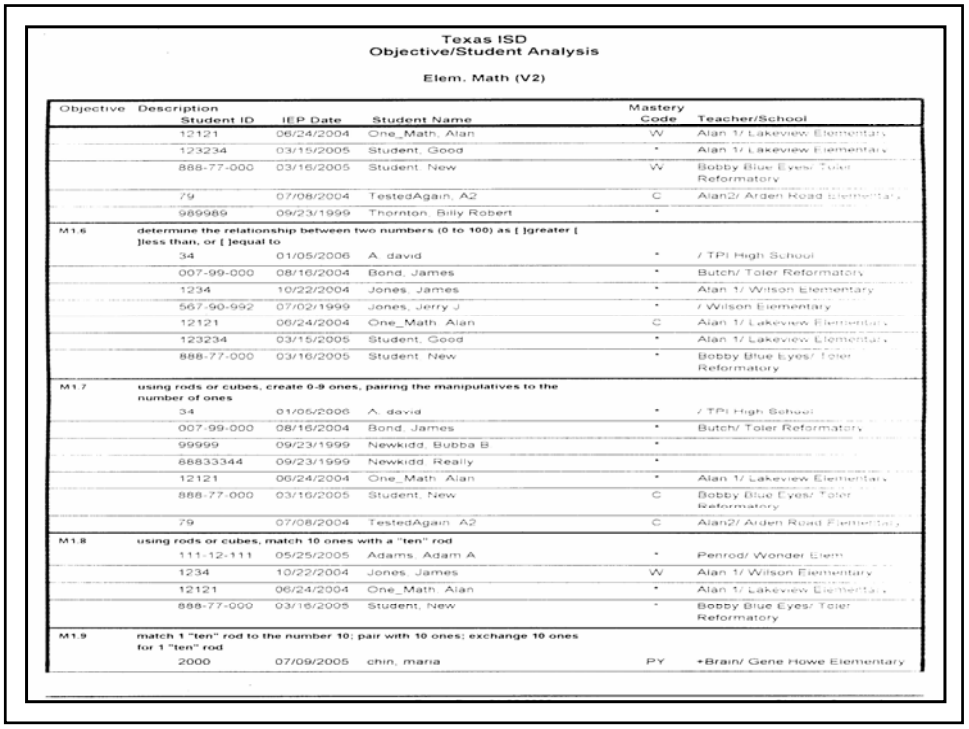
Legend: * = Not Yet Addressed C = Continue W = Work in Progress Y = Mastered
M = Mastered N = Not Mastered D = Discontinued

Total Number of Objectives for This IEP = 8
Total Number of Objectives Addressed = 8
Total Number of Objectives Mastered = 2

Progress Report Comments:
SEE ATTACHED COMMENTS PAGE

Parent(s) Signature

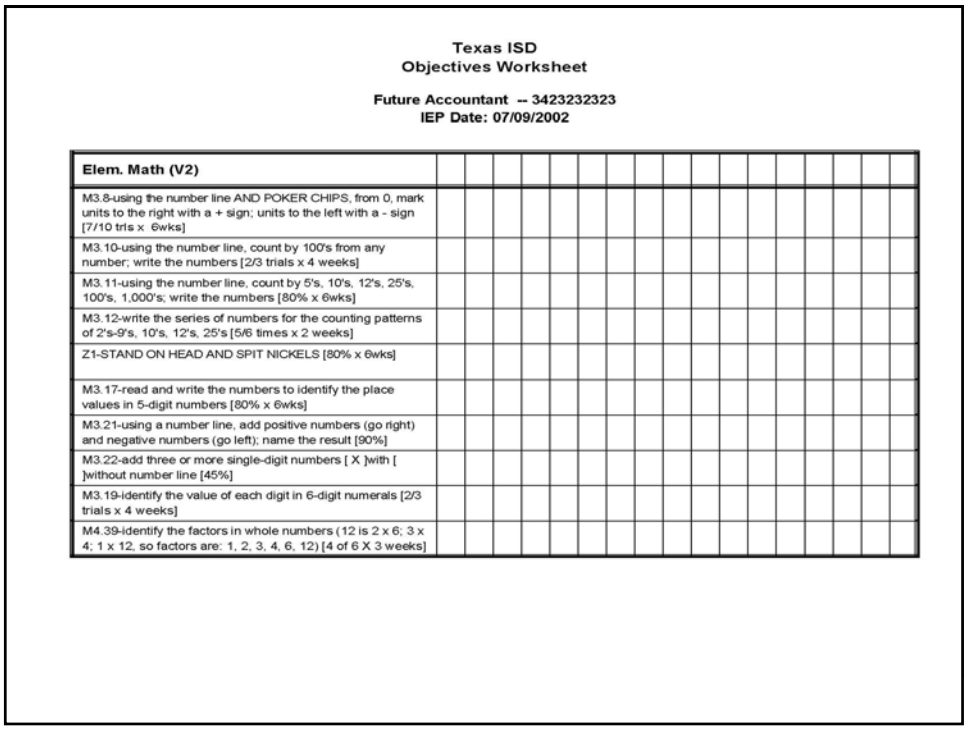
Teacher's Signature



Texas ISD
Objective/Student Analysis

Elem. Math (V2)

Objective	Description / Student ID	IEP Date	Student Name	Mastery Code	Teacher/School
	12121	06/24/2004	One_Math, Alan	W	Alan 1/ Lakeview Elementary
	123234	03/15/2005	Student, Good	*	Alan 1/ Lakeview Elementary
	888-77-000	03/16/2005	Student, New	W	Bobby Blue Eyes/ Toler Reformatory
	79	07/08/2004	TestedAgain, A2	C	Alan2/ Arden Road Elementary
	989989	09/23/1999	Thornton, Billy Robert	*	
M1.6	**determine the relationship between two numbers (0 to 100) as [ ]greater [ ]less than, or [ ]equal to**				
	34	01/05/2006	A, david	*	/ TPI High School
	007-99-000	08/16/2004	Bond, James	*	Butch/ Toler Reformatory
	1234	10/22/2004	Jones, James	*	Alan 1/ Wilson Elementary
	567-90-992	07/02/1999	Jones, Jerry J	*	/ Wilson Elementary
	12121	06/24/2004	One_Math, Alan	C	Alan 1/ Lakeview Elementary
	123234	03/15/2005	Student, Good	*	Alan 1/ Lakeview Elementary
	888-77-000	03/16/2005	Student, New	*	Bobby Blue Eyes/ Toler Reformatory
M1.7	**using rods or cubes, create 0-9 ones, pairing the manipulatives to the number of ones**				
	34	01/05/2006	A, david	*	/ TPI High School
	007-99-000	08/16/2004	Bond, James	*	Butch/ Toler Reformatory
	99999	09/23/1999	Newkidd, Bubba B	*	
	88833344	09/23/1999	Newkidd, Really	*	
	12121	06/24/2004	One_Math, Alan	*	Alan 1/ Lakeview Elementary
	888-77-000	03/16/2005	Student, New	C	Bobby Blue Eyes/ Toler Reformatory
	79	07/08/2004	TestedAgain, A2	C	Alan2/ Arden Road Elementary
M1.8	**using rods or cubes, match 10 ones with a "ten" rod**				
	111-12-111	05/25/2005	Adams, Adam A	*	Penrod/ Wonder Elem
	1234	10/22/2004	Jones, James	W	Alan 1/ Wilson Elementary
	12121	06/24/2004	One_Math, Alan	*	Alan 1/ Lakeview Elementary
	888-77-000	03/16/2005	Student, New	*	Bobby Blue Eyes/ Toler Reformatory
M1.9	**match 1 "ten" rod to the number 10; pair with 10 ones; exchange 10 ones for 1 "ten" rod**				
	2000	07/09/2005	chin, maria	PY	+Brain/ Gene Howe Elementary



Texas ISD
Objectives Worksheet

Future Accountant -- 3423232323
IEP Date: 07/09/2002

Elem. Math (V2)																	
M3.8-using the number line AND POKER CHIPS, from 0, mark units to the right with a + sign; units to the left with a - sign [7/10 trls x 6wks]																	
M3.10-using the number line, count by 100's from any number; write the numbers [2/3 trials x 4 weeks]																	
M3.11-using the number line, count by 5's, 10's, 12's, 25's, 100's, 1,000's; write the numbers [80% x 6wks]																	
M3.12-write the series of numbers for the counting patterns of 2's-9's, 10's, 12's, 25's [5/6 times x 2 weeks]																	
Z1-STAND ON HEAD AND SPIT NICKELS [80% x 6wks]																	
M3.17-read and write the numbers to identify the place values in 5-digit numbers [80% x 6wks]																	
M3.21-using a number line, add positive numbers (go right) and negative numbers (go left); name the result [90%]																	
M3.22-add three or more single-digit numbers [X]with [ ]without number line [45%]																	
M3.19-identify the value of each digit in 6-digit numerals [2/3 trials x 4 weeks]																	
M4.39-identify the factors in whole numbers (12 is 2 x 6; 3 x 4; 1 x 12, so factors are: 1, 2, 3, 4, 6, 12) [4 of 6 X 3 weeks]																	

Texas ISD
Present Levels Academic Achievement/Functional Performance

Future S. Accountant -- 987654321
Elem. Math (V2)

Strengths:

- determine the relationship between two numbers (0-10,000) using < > = signs (M3.6)
- identify the value of each digit in 6-digit numerals (M3.19)
- add two 3-digit numbers with regrouping (M3.26)
- name and shade the fractional parts of a whole through eighths; graphic representation (M3.55)
- identify and draw (with ruler and compass) line segments, congruent shapes, and points of intersection (M3.77)
- identify and describe capacity of [ ]a cup [ ]pint [ ]quart [ ]half-gallon [ ]gallon and [ ]liter (M3.89)

Comments:
memo field

Weaknesses:

- write in standard form any 5-digit numeral given in word form (M3.16)
- subtract a 3-digit number from a larger 3-digit number with regrouping (M3.34)
- from multi-digit numbers, "divide by" 1-digit numbers [ ]with and [ ]without remainders (M3.46)
- recall and perform the math sentence for figuring perimeter and area: solve problems [ ]with [ ]without cubes (M3.81)
- interpret meaning of a graph of a familiar experiential event; discuss each category of data and summarize findings (M3.115)

Comments:
memo field

Texas ISD
Student Instructional Plan

Future S. Accountant -- 987654321
IEP Date: 01/05/2005

Elem. Math (V2)	Instructional Dates: / / to / /
M3.8--using the number line AND POKER CHIPS from 0, mark units to the right with a + sign; units to the left with a - sign [2/3 trials]	
M3.10--using the number line, count by 100's from any number; write the numbers [80%]	
M3.12--write the series of numbers for the counting patterns of 2's-9's, 10's, 12's, 25's [5/6 times]	
Z1--STAND ON HEAD AND SPIT NICKELS [75%]	
M3.17--read and write the numbers to identify the place values in 5-digit numbers [3/4 times x 3 weeks]	
M3.19--identify the value of each digit in 6-digit numerals [3/5 trials]	
M3.21--using a number line, add positive numbers (go right) and negative numbers (go left); name the result [70% x 2 weeks]	
M3.22--add three or more single-digit numbers [ ]with [ ]without number line [80%]	

Instructional Activities:
memo field for additional comments

Comments:
memo field for additional comments

*** Highlighted objectives will be addressed during instructional period**

Keep in mind that you can . . .

- **Print the TEKS on the IEP** Title Page-MISC. Preferences, select box
- **Use the electronic BUBBLE SHEET**-to 'automatically' transfer selected objectives to the IEP
- **Permanently add goal & objectives** (See User's Guide)
- **Add 'Z' objectives** (See User's Guide)
- **Access the Computer Guide**- Title Page- HELP- Guide, minimize, available ANYTIME you need help!
- **Review the CLASS Correlations on the Web** www.classplus.com to view the NINE CLASS to TEKS, TAKS, SDAA II, FACES, Speech Therapy, SMR/ECH and TEKS-TAKS-SDAA II and CLASS Chart
- **Use 'Scroll & Pick" and/or Automated Bubble Sheet"** to add objectives to an IEP
- **"Reindex"** to make sure you don't lose all your hard work!
- **CLASS tests have the TEKS objectives codes** on 'Teacher Copy'
- **CLASS Objectives address ALL the TEKS & TAKS doesn't** TAKS doesn't test 'interactive' areas like listening, spelling, speech, decoding and fluency!